



California State University  

---

SAN MARCOS

School of Education

**Teacher Performance Expectations (TPEs)  
Single Subject**

### RUBRIC for Foundational TPE: Social Justice and Equity

Level 1	Level 2	Level 3	Level 4
Candidate demonstrates emerging competence in ability to advocate for social justice and equity. With substantial scaffolding from mentors, candidate demonstrates partial success with using a limited repertoire of strategies to address issues of social justice and equity.	Candidate demonstrates beginning skillfulness in ability to advocate for social justice and equity. With some or little scaffolding from mentors, candidate demonstrates a growing repertoire of strategies to address issues of social justice and equity.	Candidate demonstrates maturing skillfulness in ability to advocate for social justice and equity. With little or no scaffolding from mentors, candidate effectively uses a robust repertoire of specific strategies to address issues of social justice and equity.	Candidate demonstrates refined skillfulness in ability to advocate for social justice and equity. With substantial independence, candidate effectively uses a robust repertoire of specific, individualized strategies to address issues of social justice and equity.
<p><b>Foundational TPE Elements</b></p> <p>Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p>TPE F.1 – Candidate applies general knowledge in engaging in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>TPE F.2 – Candidate demonstrates emerging competence in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with substantial scaffolding from mentors.</p> <p>TPE F.3 – Candidate follows the mentor’s lead in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.</p>	<p>TPE F.1 – Candidate applies somewhat specific, appropriate knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>TPE F.2 – Candidate demonstrates beginning skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with some or little scaffolding from mentors.</p> <p>TPE F.3 – Candidate takes both supporting and leading roles in co-teaching in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.</p>	<p>TPE F.1 – Candidate consistently applies specific, appropriate knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>TPE F.2 – Candidate demonstrates maturing skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with little or no scaffolding from mentors and growing independence.</p> <p>TPE F.3 – Candidate leads co-teaching in most areas in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.</p>	<p>TPE F.1 – Candidate demonstrates specific, individualized knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>TPE F.2 – Candidate demonstrates refined skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with substantial independence.</p> <p>TPE F.3 – Candidate leads co-teaching in all areas of incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation, and immigrant status of students and their families.</p>

<p>TPE F.4 – With significant scaffolding from mentors, candidate begins to collaborate with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.</p>	<p>TPE F.4 – With some or little scaffolding from mentors, candidate somewhat regularly collaborates with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.</p>	<p>TPE F.4 – With little or no scaffolding from mentors, candidate consistently collaborates with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.</p>	<p>TPE F.4 – With substantial independence, candidate actively collaborates with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.</p>
---	--	--	---

### RUBRIC for TPE 1a: Engaging & Supporting All Student in Learning

Level 1	Level 2	Level 3	Level 4
Candidate demonstrates emerging competence using general knowledge of student engagement and support. With substantial scaffolding from mentors, candidate demonstrates partial success with using a limited repertoire of strategies to engage and support students in learning.	Candidate demonstrates beginning skillfulness using somewhat specific, appropriate application of student engagement and support. With some or little scaffolding from mentors, candidate demonstrates a growing repertoire of strategies to engage and support students in learning.	Candidate demonstrates maturing skillfulness using specific, appropriate application of student engagement and support. With little or no scaffolding from mentors, candidate effectively uses a robust repertoire of specific strategies to engage and support students in learning.	Candidate demonstrates refined skillfulness using specific, appropriately individualized application of student engagement and support. With substantial independence, candidate effectively uses a robust repertoire of specific, individualized strategies to engage and support students in learning.
<p><b>TPE 1a Elements</b> Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p><b>Supportive Instruction</b> TPE 1.1 - With substantial scaffolding from mentors, candidate applies general knowledge of the whole class, such as representative interests, background experiences, family cultures, to engage the class as a whole in learning and to support their access to the curriculum.</p> <p>TPE 1.3, 1.4 - Candidate begins to use, with partial success, a limited repertoire of strategies to make instruction relevant and responsive to students' questions, interests and life experiences. Student demonstrates limited understanding of the principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS). The uneven pacing of instruction only sometimes supports students with appropriate time needed to be intellectually engaged.</p> <p>TPE 1.8 – Infrequently, candidate attempts to adjust instruction while teaching to respond to needs or misunderstandings or when planned activity is not working. The uneven</p>	<p><b>Supportive Instruction</b> TPE 1.1 - With some or little scaffolding from mentors, candidate applies somewhat specific knowledge of different student groups and the whole class, such as various and diverse interests, background experiences and family cultures, to engage groups and the whole class in learning and to support their access to the curriculum.</p> <p>TPE 1.3, TPE 1.4 - Candidate uses, somewhat successfully, a growing repertoire of strategies, including a developing understanding of the principles of Universal Design of Learning (UDL), Multi-Tiered System of Supports (MTSS), and the use of some technologies, to make instruction and learning experiences relevant and responsive to students' questions, interests and life experiences.</p> <p>TPE 1.8 – Sometimes, candidate attempts to adjust instruction while teaching to respond to needs or misunderstandings or when planned activity is not working. The usually even</p>	<p><b>Supportive Instruction</b> TPE 1.1 - With growing independence and little or no scaffolding from mentors, candidate applies specific knowledge of individual students, such as specific interests, preferences, cultures, background experiences, and disabilities to engage and support a full range of students.</p> <p>TPE 1.3, 1.4 - Candidate effectively uses a robust repertoire of instructional strategies, including the principles of Universal Design of Learning (UDL), Multi-Tiered System of Supports (MTSS), and use of appropriate technologies, to make instruction and learning experiences relevant and responsive to students' questions, interests, life experiences, strengths and needs.</p> <p>TPE 1.8 - Candidate somewhat effectively adjusts instruction while teaching to respond to needs and misunderstandings, or when activity is not working as planned. The effective</p>	<p><b>Supportive Instruction</b> TPE 1.1 - With substantial independence, candidate refines skillfulness with using specific, detailed, knowledge of individual students, such as specific interests, preferences, cultures, background experiences, and disabilities to engage and support a full range of students.</p> <p>TPE 1.3, 1.4 - Candidate effectively uses a robust repertoire of specific strategies, including the appropriate principles of Universal Design of Learning (UDL), Multi-Tiered System of Supports (MTSS), and the use of appropriate technologies, to make instruction and learning experiences relevant and responsive to students' questions, interests, life experiences, strengths and needs.</p> <p>TPE 1.8 - Candidate effectively adjusts instruction while teaching to respond to teachable moments, build on students' interests or address student misunderstandings. Effective pacing of</p>

<p> pacing of instruction does not support most students with the appropriate time to be intellectually engaged.</p> <p><b>Engaging Students in Active Thinking</b> TPE 1.5 - Candidate engages some or many students in learning tasks and materials that require only minimal thinking, mostly recall or passive learning, providing them little opportunity to explain their thinking. Candidate attempts to ask some general questions to engage students in discussion. Candidate calls on students quickly without sufficient wait time and only a small number actually participate in discussion.</p> <p>TPE 1.7 - Candidate typically does not provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</p> <p><b>Engaging Families</b> TPE 1.2 - Following the Cooperating Teacher’s lead, candidate attempts to support student engagement by getting to know students’ families at school events, i.e., Back-to-School Night.</p>	<p> pacing of instruction regularly supports most students with the appropriate time to be intellectually engaged.</p> <p><b>Engaging Students in Active Thinking</b> TPE 1.5 - Candidate engages most students somewhat actively in learning tasks and materials designed to encourage student thinking, providing students some opportunity and some support to explain their thinking. Candidate asks questions designed to promote student thinking and engage them in discussion. Candidate provides adequate wait time for students to respond and engages many or most students in discussion, helping them respond to one another.</p> <p>TPE 1.7 - Candidate occasionally provides students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</p> <p><b>Engaging Families</b> TPE 1.2 - Working together with the Cooperating Teacher, candidate tries to support student engagement by getting to know students’ families and involve them in the learning process through general conversation and/or written interactions, i.e., parent-teacher conferences, classroom family-involvement activities, school events like Back-to-School Night.</p>	<p> pacing provides most students, including students with specific needs, the appropriate time needed to be intellectually engaged.</p> <p><b>Engaging Students in Active Thinking</b> TPE 1.5 - Candidate engages most or all students actively in learning tasks and materials designed to challenge and motivate student thinking, providing students with regular opportunities and suitable scaffolding to explain their thinking. Candidate asks students some open-ended questions and engages them in discussion. Candidate uses strategies to facilitate most or all students to engage effectively in discussion, including building on student responses to questions.</p> <p>TPE 1.7 - Candidate regularly provides students with appropriate opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</p> <p><b>Engaging Families</b> TPE 1.2 - In collaboration with the Cooperating Teacher, candidate supports student engagement by getting to know students’ families, maintaining culturally, linguistically sensitive 2-way communications, and involving them in the learning process through individualized conversation and/or written interactions, i.e., home visits, parent-teacher conferences, classroom family- involvement activities, school events, etc.</p>	<p> instruction provides all students, including students with specific needs, the appropriate time needed to be intellectually engaged.</p> <p><b>Engaging Students in Active Thinking</b> TPE 1.5 - Candidate engages all students intellectually in well-designed learning tasks and materials and effective questions that motivate high-level, creative and metacognitive thinking. Candidate provides students ample opportunities and suitable scaffolding to engage effectively in discussion, explain and even justify their thinking. Candidate effectively builds on student responses to questions in order to deepen student understanding and extend student discussions.</p> <p>TPE 1.7 - Candidate regularly provides students with appropriate, individualized opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</p> <p><b>Engaging Families</b> TPE 1.2 - In collaboration with the Cooperating Teacher, candidate supports student engagement by developing caring, working professional relationships with students’ families, maintaining culturally, linguistically sensitive 2-way communications, and involving them in the learning process through individualized conversation and/or written interactions, i.e., home visits, parent-teacher conferences, classroom family- involvement activities, school events, etc.</p>
---	--	---	---

**RUBRIC for TPE 1b: Engaging & Supporting All Student in Learning: Language Acquisition and Development**

Level 1	Level 2	Level 3	Level 4
Candidate demonstrates emerging competence using superficial or general knowledge to engage and support students in language acquisition and development. With substantial scaffolding from mentors, candidate demonstrates partial success using a limited repertoire of strategies to support academic language development and ELD across the curriculum for the class as a whole.	Candidate demonstrates beginning skillfulness using somewhat specific knowledge to engage and support students in language acquisition and development. With some or little scaffolding from mentors, candidate demonstrates, somewhat successfully, a growing repertoire of strategies to support academic language development and ELD across the curriculum for flexible groups of students with similar needs, and the class as a whole.	Candidate demonstrates maturing skillfulness applying specific knowledge to engage and support students in language acquisition and development. With little or no scaffolding from mentors, candidate effectively uses a robust repertoire of specific strategies to support academic language development and ELD across the curriculum for individual students, flexible groups of students with similar needs, and the class as a whole.	Candidate demonstrates refined skillfulness applying specific, detailed, and individualized knowledge to engage and support students in language acquisition and development. With substantial independence, candidate effectively uses a robust repertoire of specific, individualized strategies to support academic language development and ELD across the curriculum for individual students, flexible groups, and the class as a whole.
<p><b>TPE 1b Elements</b>            Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p>TPE 1.6 Candidate uses superficial or general knowledge of academic language, ELD proficiency levels, approaches to ELD instruction, and for bilingual classrooms - bilingual instruction, and distinguishing between language difference and disability. Candidate applies this knowledge in a limited way to planning and using instructional approaches, ELD/SDAIE/Scaffolding/Bilingual, and general instructional supports which are loosely tied to academic language and ELD objectives and learning needs of the whole class.</p> <p>Support may consist of the following: discussing, defining, or describing the language demand, providing examples</p>	<p>TPE 1.6 Candidate uses somewhat specific knowledge of academic language, ELD proficiency levels, approaches to ELD instruction, and for bilingual classrooms - bilingual instruction, and distinguishing between language difference and disability. Candidate applies this knowledge somewhat successfully to planning and using instructional approaches, ELD/SDAIE/Scaffolding/Bilingual, and instructional supports for achieving somewhat specific academic language and ELD objectives that address the learning needs of flexible groups and the whole class.</p> <p>Support may consist of the following: describing and defining the language function, modeling vocabulary, syntax or discourse, providing an example with</p>	<p>TPE 1.6 Candidate applies specific knowledge of academic language, ELD proficiency levels, approaches to ELD instruction, and for bilingual classrooms - bilingual instruction, and distinguishing between language difference and disability. Candidate applies this knowledge effectively to planning and using instructional approaches, ELD/SDAIE/Scaffolding/Bilingual, and instructional supports for achieving specific academic language and ELD objectives. The specific approaches and supports target specific academic language and ELD learning needs of individual students, flexible groups, and the whole class.</p> <p>Support may consist of the following: using sentence starters for syntax or function, modeling how to construct an argument, explanation or paragraph using</p>	<p>TPE 1.6 Candidate applies specific, detailed, and individualized knowledge of academic language, ELD proficiency levels and approaches to ELD instruction and, for bilingual classrooms - bilingual instruction, and distinguishing between language difference and disability. Candidate applies this knowledge effectively to planning and using instructional approaches, ELD/SDAIE/Scaffolding/Bilingual, and instructional supports explicitly designed to address the learning needs of individual students, flexible group and the whole class for achieving individualized academic language and ELD objectives.</p> <p>Support may consist of the following: using word banks and sentence frames in student's first language and English, modeling how to construct an argument,</p>

<p>with little explanation, and providing pictures for vocabulary.</p>	<p>some explanation, questions and answers about a language demand, whole group discussion of a language demand, providing pictures to illustrate vocabulary on a word/vocabulary chart.</p>	<p>a think-aloud for function or discourse, providing a word bank to assist in paragraph writing, graphic organizers tailored to organizing text for discourse or function, identifying critical elements of language function using an example, or more in-depth exploration of vocabulary development (antonym, synonym, contextualized meanings, multiple meanings or contrastive uses for home and school), pre-teaching a prerequisite skill or vocabulary, teaching both general vocabulary and for the discipline.</p>	<p>explanation or paragraph using a think-aloud for function or discourse, providing a word bank to assist in paragraph writing, graphic organizers tailored to organizing text for discourse or function, identifying critical elements of language function using an example, or more in-depth exploration of vocabulary development (antonym, synonym, contextualized meanings, multiple meanings or contrastive uses for home and school, pre-teaching a prerequisite skill or vocabulary, modeling accurate syntax, explaining use of rich and precise academic vocabulary.</p>
--	--	---	--

**RUBRIC for TPE 2: Creating and Maintaining Effective Environments for Student Learning**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Candidate demonstrates emerging competence with application of general knowledge about creating and maintaining effective environments for student learning. Candidate follows mentor’s lead in running daily classroom routines.	Candidate demonstrates beginning skillfulness with somewhat specific, appropriate application of creating and maintaining effective environments for student learning. Candidate begins taking ownership of running the daily classroom routines.	Candidate demonstrates maturing skillfulness with specific, appropriate application creating and maintaining effective environments for student learning. Candidate takes increasing ownership of and growing independence for running daily classroom routines.	Candidate demonstrates refined skillfulness with specific, appropriately individualized application of creating and maintaining effective environments for student learning. Candidate takes full ownership of and substantial independence for running daily classroom routines.
<p><b>TPE 2 Elements</b>            Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p><b>Fostering Caring, Inclusive Learning Environments (TPEs 2.1, 2.2, 2.3)</b>            Candidate fosters patterns of classroom interactions that are generally but inconsistently appropriate between teacher-student and student-student. Candidate attempts to make a positive connection with the whole class and with some individual students. Candidate demonstrates a general understanding of Positive Behavioral Interventions and Supports (PBIS) and restorative justice.</p> <p>Candidate demonstrates mostly respectful interactions with students but tends to use rigid control of student behaviors, discussions and other activities in ways that limit and do not support learning. Candidate focuses more on classroom management and maintaining student behavior and</p>	<p><b>Fostering Caring, Inclusive Learning Environments (TPEs 2.1, 2.2, 2.3)</b>            Candidate fosters teacher-student interactions that are friendly and demonstrate general caring and respect. Such interactions are generally appropriate to the ages, cultures, and developmental levels of the students. Candidate makes general connections with individual students. Candidate fosters interactions among students that are generally polite, respectful, though students may be somewhat cautious about taking intellectual risks. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. Candidate demonstrates a somewhat specific, appropriate understanding of Positive Behavioral Interventions and Supports (PBIS) and restorative justice.</p> <p>Candidate demonstrates mostly respectful interactions and there is some evidence of relationship between candidate and students and/or ease of interaction that goes back and forth. Candidate facilitates a generally positive learning environment wherein students tend to show mutual respect. Students</p>	<p><b>Fostering Caring, Inclusive Learning Environments (TPEs 2.1, 2.2, 2.3)</b>            Candidate fosters teacher-student interactions that are genuinely warm, caring and respectful of individual students. Such interactions foster a sense of belonging and are appropriate to the ages, cultures, and developmental levels of the students. Candidate develops some relationships with individual students. Candidate fosters interactions among students that are respectful, where most students feel comfortable taking intellectual risks. Students mostly participate willingly, feel comfortable sharing their ideas, and their contributions are valued. Candidate demonstrates a specific, appropriate understanding of Positive Behavioral Interventions and Supports (PBIS) and restorative justice.</p> <p>Candidate demonstrates respectful interactions with students and there is evidence of relationship between candidate and students and/or ease of interaction that goes back and forth. Candidate facilitates a positive learning environment wherein students show mutual respect and are mostly willing to</p>	<p><b>Fostering Caring, Inclusive Learning Environments (TPEs 2.1, 2.2, 2.3)</b>            Candidate fosters teacher-student interactions that are genuinely warm, caring and respectful of individual students. Such interactions foster a sense of belonging and are appropriate to the ages, cultures, and developmental levels of the students. Candidate develops many relationships with individual students. Candidate fosters interactions among students that are respectful, where students feel comfortable taking intellectual risks. Students are actively engaged, feel comfortable sharing their ideas, and their contributions are valued. Candidate demonstrates a somewhat specific, individualized understanding of Positive Behavioral Interventions and Supports (PBIS) and restorative justice.</p> <p>Candidate demonstrates respectful interactions with students and there is clear evidence of relationship between candidate and students and/or ease of interaction that goes back and forth. Candidate facilitates a positive learning environment wherein students show mutual respect and are willing</p>



<p> routines rather than engaging students in learning.</p> <p> Candidate loses some instructional time due to partially efficient classroom routines and procedures. Candidate’s management of instructional groups and transitions, handling of materials and supplies, are inconsistent, leading to some disruption of learning. Classroom routines function unevenly. With regular guidance and prompting, students follow established routines but are sometimes confused. Some students not working directly with the teacher are off task or only partially engaged.</p> <p> Candidate arranges the classroom’s physical environment safely, and essential learning is accessible to some students. Candidate arranges physical resources in a way that does not impede learning but also does not enhance it.</p> <p><b>Using Resources to Support Students</b> TPE 2.4 - Candidate has limited knowledge about how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</p> <p><b>Establishing Learning and Behavior Expectations</b> TPE 2.5 - Candidate’s primary concern is to complete the task-at-hand and candidate places little emphasis on students’ efforts to complete the work, allowing students to look for “easy path”</p>	<p> may hesitate to work together with a partner or group to accomplish tasks.</p> <p> Candidate loses little instructional time due to efficient classroom routines and procedures. Candidate’s management of instructional groups and transitions, or handling of materials and supplies, or both, are somewhat consistent and tend to function inconsistently. Students are somewhat engaged during small-group or independent work. With some guidance and prompting, students follow established classroom routines.</p> <p> Candidate arranges the classroom’s physical environment safely, and many students have access to learning activities. Candidate sometimes arranges physical resources to support the instructional goals and learning activities and accommodate students with disabilities.</p> <p><b>Using Resources to Support Students</b> TPE 2.4 - Candidate has general knowledge about how to access appropriate resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</p> <p><b>Establishing Learning and Behavior Expectations</b> TPE 2.5 - Candidate’s primary concern is student learning and candidate holds high expectations for learning for most students. Candidate begins to communicate the importance of</p>	<p> work together with a partner or group to accomplish tasks.</p> <p> Candidate loses little to no instructional time due to efficient classroom routines and procedures. Candidate’s management of instructional groups and transitions, or handling of materials and supplies, or both, are usually consistent and function smoothly. Students are mostly productively engaged during small-group or independent work. Students mostly actively follow established classroom routines.</p> <p> Candidate arranges the classroom’s physical environment safely, and most students have access to learning activities. Candidate consistently arranges physical resources to support the instructional goals and learning activities and accommodate students with disabilities.</p> <p><b>Using Resources to Support Students</b> TPE 2.4 - Candidate has specific knowledge about how to access appropriate resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</p> <p><b>Establishing Learning and Behavior Expectations</b> TPE 2.5 - Candidate’s primary concern is student learning and candidate holds appropriate, high expectations for both learning and hard work for most students. Candidate consistently</p>	<p> to work together with a partner or group to accomplish tasks.</p> <p> Candidate rarely loses instructional time due to efficient classroom routines and procedures. Candidate’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistent and function smoothly. Students are productively engaged during small-group or independent work. Students actively follow established classroom routines.</p> <p> Candidate arranges the classroom’s physical environment safely, and all students have access to learning activities. Candidate consistently and thoughtfully arranges physical resources to support the instructional goals and learning activities and accommodate students with disabilities.</p> <p><b>Using Resources to Support Students</b> TPE 2.4 - Candidate has specific knowledge about how to access appropriate resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile, and is capable of making properly individualized referrals.</p> <p><b>Establishing Learning and Behavior Expectations</b> TPE 2.5 - Candidate’s primary concern is student learning and candidate holds high expectations for both learning and hard work for most students that are specific and individualized. Candidate advocates the</p>
---	--	---	---

<p>to complete tasks rather than the quality of the work. The teacher conveys high expectations for only some students.</p> <p>TPE 2.6 - Candidate establishes standards of conduct to maintain order and refers to classroom rules but implements them inconsistently. Candidate tries to monitor and keep track of student behavior but with no apparent system or limited system. Candidate attempts to respond to student misbehavior but response is inconsistent: sometimes harsh, other times lenient. The teacher attempts but with uneven success.</p>	<p>students' own efforts to their learning and generally fosters interactions that support their efforts to complete work of high quality. The teacher begins to convey an expectation of high levels of student effort and generally demonstrates a high regard for students' abilities.</p> <p>TPE 2.6 - Candidate establishes standards of conduct and implements them somewhat consistently and successfully. Candidate frequently monitors student behavior and uses a system based on established standards of conduct. Candidate response to student misbehavior is consistent, proportionate, and respectful to students and is somewhat or usually effective.</p>	<p>communicates the importance of students' own efforts to their learning and fosters interactions that support their efforts to complete work of high quality. The teacher regularly conveys an expectation of high levels of student effort and demonstrates a high regard for students' abilities.</p> <p>TPE 2.6 - Candidate establishes standards of conduct and implements them consistently and successfully. Candidate frequently monitors student behavior and uses a system based on established standards of conduct. Candidate response to student misbehavior is mostly effective, consistent, proportionate, and respectful to students.</p>	<p>importance of students' own efforts to their learning and fosters interactions that support their efforts to complete work of high quality. The teacher consistently conveys an expectation of high levels of student effort and demonstrates a high regard for students' abilities.</p> <p>TPE 2.6 - Candidate establishes standards of conduct and implements them consistently and successfully. Candidate consistently monitors student behavior and uses a system based on established standards of conduct. Candidate response to student misbehavior is nearly always effective, consistent, proportionate, and respectful to students.</p>
---	--	--	---

**RUBRIC for TPE 3a: Understanding & Organizing Subject Matter:  
Subject-Specific Pedagogy and Making Content Accessible- *Single Subject Credential***

Level 1	Level 2	Level 3	Level 4
Candidate demonstrates emerging competence with application of general, rudimentary knowledge and understanding of subject- specific pedagogy and making content accessible in subject-specific area. With substantial scaffolding from mentors, candidate demonstrates partial success with using a limited repertoire of strategies to understand and organize subject matter effectively.	Candidate demonstrates beginning skillfulness with application of somewhat specific knowledge and understanding of subject- specific pedagogy and making content accessible in subject-specific area. With some or little scaffolding from mentors, candidate demonstrates using somewhat successfully a growing repertoire of strategies to understand and organize subject matter effectively.	Candidate demonstrates maturing skillfulness with appropriate application of specific knowledge and understanding of subject- specific pedagogy and making content accessible in subject-specific area. With little or no scaffolding from mentors, candidate effectively uses a robust repertoire of strategies to understand and organize subject matter effectively.	Candidate demonstrates refined skillfulness with appropriate application of specific, individualized knowledge and understanding of subject- specific pedagogy and making content accessible in subject-specific area. With substantial independence, candidate effectively uses a robust repertoire of specific, individualized strategies to understand and organize subject matter effectively.
<p><b>TPE 3a Elements</b> Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p><b>Organizing and Applying Content Knowledge</b> TPE 3.1 - With substantial scaffolding from mentors, candidate references applicable standards and curricular frameworks to determine essential concepts of the subject-specific area content. Candidate’s subject-specific lesson plans and lesson implementation demonstrate some familiarity with the important concepts of the subject-specific area content but also reveal candidate’s limited or incomplete understanding of how these concepts relate to one another and their prerequisite relationships.</p> <p>TPE 3.3 - Candidate rarely applies general or limited knowledge of cross-curricular connections, relationships, and themes to enhance student understanding</p>	<p><b>Organizing and Applying Content Knowledge</b> TPE 3.1 - With some or little scaffolding from mentors, candidate appropriately references applicable standards and curricular frameworks to determine essential concepts of the subject-specific area content. Candidate’s subject-specific lesson plans and lesson implementation demonstrate somewhat specific understanding of the important concepts of the subject-specific area content, a growing and somewhat accurate understanding of how these concepts relate to one another and their prerequisite relationships.</p> <p>TPE 3.3 - Candidate usually applies somewhat specific knowledge of cross-curricular connections, themes and relationships to enhance student understanding.</p>	<p><b>Organizing and Applying Content Knowledge</b> TPE 3.1 - With little or no scaffolding from mentors, candidate makes appropriate and specific references to applicable standards and curricular frameworks to determine essential concepts of the subject-specific area content and their associated sub-concepts. Candidate’s subject-specific lesson plans and lesson implementation demonstrate specific and detailed understanding of the important concepts of the subject-specific area content, an accurate, developed understanding of how these concepts relate to one another and their prerequisite relationships.</p> <p>TPE 3.3 - Candidate applies specific knowledge of cross-curricular connections, themes and relationships, to deepen student understanding and engagement in learning.</p>	<p><b>Organizing and Applying Content Knowledge</b> TPE 3.1 - With substantial independence, candidate makes appropriate, specific, detailed references to applicable standards and curricular frameworks to determine essential concepts of the subject-specific area content and their associated sub-concepts. Candidate’s subject-specific lesson plans and lesson implementation demonstrate thorough, deep and detailed understanding of the important concepts of the subject-specific area content, an accurate and thorough understanding of how these concepts relate to one another and their prerequisite relationships.</p> <p>TPE 3.3 - Candidate applies specific knowledge of cross-curricular connections, themes and relationships, to deepen and extend student understanding and engagement.</p>

<p>TPE 3.4 - Candidate demonstrates emerging competence consulting and collaborating with educator colleagues to understand and organize subject matter for student learning.</p> <p>TPE 3.5 - Within each subject-specific area, the candidate demonstrates a limited understanding of how to organize content to build student's comprehension, deepen knowledge of the subject matter and develop academic language. Candidate has limited knowledge of the academic language of the subject and rarely takes opportunities to explain and support the use of academic language associated with the subject-specific area content. Candidate demonstrates a limited ability to promote subject matter knowledge to all students, including the full range of English Learners and students with disabilities.</p> <p><b>Subject-Specific Pedagogy</b> TPE 3.2 - Candidate demonstrates limited knowledge of how to make adaptations to subject matter and resources result in limited or incomplete accommodation, modifications and limited means that only partially facilitate students' equitable access in the least restrictive environment. Candidate rarely provides more than one means for students to access content and to demonstrate their knowledge.</p> <p>TPE 3.3 - Candidate's subject-specific lesson plans and lesson implementation,</p>	<p>TPE 3.4 - Candidate demonstrates beginning skillfulness with consulting and collaborating with educator colleagues to understand and organize subject matter for student learning.</p> <p>TPE 3.5 - Within each subject-specific area, candidate demonstrates a growing understanding of how to organize content to build student's comprehension, deepen knowledge of the subject matter and develop academic language. Candidate knows the content sufficiently to be able to answers students' questions accurately and provide helpful feedback. Candidate has somewhat specific knowledge of the academic language of the subject and usually takes opportunities to specifically explain and support the use of the academic language associated with the subject-specific area content. Candidate demonstrates a somewhat appropriate ability to promote subject matter knowledge to all students, including the full range of English Learners and students with disabilities.</p> <p><b>Subject-Specific Pedagogy</b> TPE 3.2 - Candidate demonstrates somewhat specific knowledge of how to make adaptations to subject-specific curriculum and resources result in somewhat successful accommodations, modifications and more means that facilitate students' equitable access in the least restrictive environment. Candidate provides some or many students with two or more means to access content and to demonstrate their knowledge.</p>	<p>TPE 3.4 - Candidate demonstrates maturing skillfulness consulting and collaborating with educator colleagues to understand and organize subject matter for student learning.</p> <p>TPE 3.5 - Within each subject-specific area, candidate demonstrates a specific understanding of how to organize content to build student's comprehension, deepen knowledge of the subject matter and develop academic language. Candidate knows the content well enough to be able to answers students' questions accurately, provide helpful feedback and extend their learning. Candidate has specific, detailed knowledge of the academic language of the subject and makes opportunities to specifically explain, support and extend the use of subject-specific academic language. Candidate demonstrates an appropriate ability to promote subject matter knowledge to all students, including the full range of English Learners and students with disabilities.</p> <p><b>Subject-Specific Pedagogy</b> TPE 3.2 - Candidate demonstrates specific, detailed knowledge of how to make effective adaptations to subject-specific curriculum and resources that result in successful accommodation, modifications and multiple means that facilitate students' equitable access in the least restrictive environment. Candidate provides many or most students with multiple means to access content and to demonstrate their knowledge.</p>	<p>TPE 3.4 - Candidate demonstrates refined skillfulness consulting and collaborating with educator colleagues to understand and organize subject matter for student learning.</p> <p>TPE 3.5 - Within each subject-specific area, candidate demonstrates an in-depth understanding of how to organize content to build student's comprehension, deepen knowledge of the subject matter and develop academic language. Candidate's in-depth knowledge of the content provides opportunities to design curricular explorations that turn student questions into inquiry or that extend student and deepen learning. Candidate has specific, detailed knowledge of the academic language of the subject and makes opportunities to specifically explain, support and extend the use of subject-specific academic language. Candidate demonstrates an appropriate, individualized ability to promote subject matter knowledge to all students, including the full range of English Learners and students with disabilities.</p> <p><b>Subject-Specific Pedagogy</b> TPE 3.2 - Candidate demonstrates thorough knowledge of how to make effective, individualized adaptations to subject-specific curriculum and resources that result in successful accommodation, modifications and multiple means that facilitate students' equitable access in the least restrictive environment. Candidate provides most or all students with multiple means to access content and to demonstrate their knowledge.</p>
--	--	--	---

<p>with substantial scaffolding from mentors, demonstrate emerging competence with applying general knowledge of subject-specific pedagogical approaches to facilitate student understanding of content knowledge within a subject-specific area. Candidate demonstrates a limited range of pedagogical approaches which are only partially suitable to the content of the subject-specific area.</p>	<p>TPE 3.3 - Candidate's subject-specific lesson plans and lesson implementation, with some or little scaffolding from mentors, demonstrate beginning skillfulness with using somewhat specific knowledge of subject-specific pedagogical approaches to facilitate student understanding of content knowledge within a subject-specific area. Candidate demonstrates a sufficient and growing range of pedagogical approaches which are somewhat or mostly suitable to the content of the subject-specific area.</p>	<p>TPE 3.3 - Candidate's subject-specific lesson plans and lesson implementation, with little or no scaffolding from mentors, demonstrate maturing skillfulness with using specific knowledge of subject-specific pedagogical approaches to facilitate student understanding of content knowledge within a subject-specific area. Candidate demonstrates a robust range of pedagogical approaches which are appropriate and suitable to the content of the subject-specific area.</p>	<p>TPE 3.3 - Candidate's subject-specific lesson plans and lesson implementation, with substantial independence, demonstrate that candidate refines skillfulness with using a wide variety of effective subject-specific pedagogical approaches to facilitate student understanding of content knowledge within a subject-specific area. Candidate demonstrates a robust range of pedagogical approaches which are appropriate and suitable to the content of the subject-specific area. Candidate demonstrates awareness of possible student misconceptions and how they can be addressed.</p>
---	--	---	---

**RUBRIC for TPE 3b: Understanding & Organizing Subject Matter:  
Integrating Educational Technology - Single Subject Credential**

Level 2	Level 2	Level 3	Level 4
Candidate demonstrates emerging competence with general, rudimentary integration of knowledge of subject matter, pedagogy, and available instructional technology tools for student learning in subject-specific areas. With substantial scaffolding from mentors, candidate demonstrates partial success with using a limited repertoire of strategies to integrate educational technology for subject-specific learning.	Candidate demonstrates beginning skillfulness with somewhat specific integration of knowledge of subject matter, pedagogy, and available instructional technology tools for student learning in subject-specific areas. With some or little scaffolding from mentors, candidate demonstrates using somewhat successfully a growing repertoire of strategies to integrate educational technology for subject-specific learning.	Candidate demonstrates maturing skillfulness with specific, mostly effective integration of knowledge of subject matter, pedagogy, and available instructional technology tools for student learning in subject-specific. With little or no scaffolding from mentors, candidate effectively uses a robust repertoire of strategies to integrate educational technology for subject-specific learning.	Candidate refines skillfulness with demonstrating with effective, individualized integration of knowledge of subject matter, pedagogy, and available instructional technology tools for student learning in subject-specific areas. With substantial independence, candidate effectively uses a robust repertoire of specific, individualized strategies to integrate subject-specific learning.
<p><b>TPE 3b Elements</b> Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p><b>Integrating Educational Technology</b> (TPEs 3.6, 3.7, 3.8) With substantial scaffolding from mentors, candidate unevenly uses educational technologies for teaching and learning of subject-specific content, using few or only partially appropriate or useful instructional technology tools for the subject matter. Candidate demonstrates partial understanding of how to use established learning goals and students' assessed needs to select digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K– 12 Online Learning (iNACOL).</p> <p>Candidate sometimes or rarely models using any digital tools and partially or rarely teaches students how to use any digital tools to learn, to support their learning, to create new content, and to demonstrate what they are learning.</p>	<p><b>Integrating Educational Technology</b> (TPEs 3.6, 3.7, 3.8) With some to little scaffolding from mentors, candidate uses generally appropriate educational technologies for teaching and learning of subject-specific content, using some instructional technology tools that are mostly useful for the subject matter. Candidate begins developing skillfulness with using established learning goals and students' assessed needs to select digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K– 12 Online Learning (iNACOL).</p> <p>Candidate somewhat regularly and fluently models using some or a few digital tools and somewhat effectively teaches students how to use some or a few digital tools to learn, to support their</p>	<p><b>Integrating Educational Technology</b> (TPEs 3.6, 3.7, 3.8) With little to no scaffolding from mentors, candidate uses mostly appropriate educational technologies for teaching and learning of subject-specific content, using a variety of instructional technology tools that are useful for the subject matter. Candidate demonstrates maturing skillfulness with using established learning goals and students' assessed needs to select specific digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K– 12 Online Learning (iNACOL).</p> <p>Candidate consistently, intentionally and fluently models using a variety of digital tools within each subject-specific area and effectively teaches students how to use a variety of digital tools to support their learning, to improve their conceptual</p>	<p><b>Integrating Educational Technology</b> (TPEs 3.6, 3.7, 3.8) With substantial independence, candidate uses specifically appropriate educational technologies for teaching and learning of subject-specific content, using a variety of specific instructional technology tools that are designed for or useful for the subject matter. Candidate refines skillfulness with using established learning goals and students' assessed needs to select individualized digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K– 12 Online Learning (iNACOL).</p> <p>Candidate consistently, intentionally and fluently models using a variety of digital tools within each subject-specific area and effectively teaches students how to use a variety of digital tools that individualize learning, providing them</p>

<p>Candidate rarely or partially uses technologies to promote engagement of a full range of students or to provide equitable access to the subject-specific content for the whole class.</p>	<p>learning, to create new content, and to demonstrate what they are learning. Candidate is somewhat effective in using technologies, including assistive technologies, to differentiate learning experiences, promote engagement of a full range of students and provide equitable access to the subject-specific content for groups of students with similar needs and the whole class.</p>	<p>understanding, to cultivate their critical thinking and to have multiple means to demonstrate what they are learning. Candidate is effective in using technologies, including assistive technologies, to individualize instruction, differentiate learning experiences to meet specific student needs and provide equitable access to subject-specific content for individuals, groups and class.</p>	<p>multiple means to improve students' conceptual understanding, cultivate their critical thinking, and promote their creative learning. Candidate is effective in using technologies, including assistive technologies, to individualize instruction, differentiate learning experiences to meet specific student needs, promote engagement and provide equitable access to subject-specific content for individuals, groups, and class.</p>
--	---	--	---

**RUBRIC for TPE 4: Planning Instruction & Designing Learning Experiences for All Students**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Candidate demonstrates emerging competence with application of general knowledge about planning instruction and designing learning experiences for all students. Candidate follows mentor’s lead in co-teaching taking supporting roles in co-planning and co-instruction.	Candidate demonstrates beginning skillfulness with somewhat specific, appropriate application of planning instruction and designing learning experiences for all students. Candidate leads co-teaching in at least two areas of instruction taking both supporting and leading roles in all co-planning and co-instruction.	Candidate demonstrates maturing skillfulness with specific, appropriate application of planning instruction and designing learning experiences for all students. Candidate leads co-teaching in many or most areas of co-planning and co-instruction.	Candidate demonstrates refined skillfulness with specific, appropriately individualized application of planning instruction and designing learning experiences for all students. Candidate leads co-teaching in most or all areas of co-planning and co-instruction.
<p><b>TPE 4 Elements</b>            Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p><b>Designing and Implementing Instruction</b>            TPE 4.3 - Candidate’s lesson plans and lesson implementation demonstrate that, with substantial scaffolding from mentors, the candidate uses general content knowledge, pedagogical knowledge and knowledge of the students to develop partially appropriate or successful short-term and long-term instructional plans.            Candidate’s lesson has a recognizable structure but the progression of activities is uneven, with few reasonable time allocations or unrealistic time expectations. Some or few learning activities and materials are aligned with the instructional outcomes. Candidate only partially thinks through the use of instructional student groups so that they only partially support the activities or objectives and only partially encourage student participation in learning.</p>	<p><b>Designing and Implementing Instruction</b>            TPE 4.3 - Candidate’s lesson plans and lesson implementation demonstrate that, with some or little scaffolding from mentors, the candidate uses somewhat specific content knowledge, pedagogical knowledge and knowledge of the students to develop usually or somewhat appropriate and successful short-term and long-term instructional plans.            Candidate’s lesson plan is fairly well-structured and components somewhat align with instructional outcomes: objectives, instructional strategies, learning activities, assessment criteria. Some learning activities have mostly reasonable time allocations and follow a somewhat coherent sequence suitable to groups of students and the whole class. Candidate purposefully organizes instructional student groups to maximize learning, support student needs and encourage student participation in learning.</p>	<p><b>Designing and Implementing Instruction</b>            TPE 4.3 - Candidate’s lesson plans and lesson implementation demonstrate that, with little or no scaffolding from mentors and growing independence, the candidate uses specific content knowledge, pedagogical knowledge and knowledge of individual students to develop appropriate and successful short-term and long-term instructional plans. Candidate’s lesson plan is well-structured and all components are well-aligned with instructional outcomes: objectives, instructional strategies, learning activities, assessment criteria. Most or all learning activities have appropriate and reasonable time allocations and follow a coherent sequence suitable to individual students, groups and the whole class. Candidate thoughtfully and intentionally organizes flexible instructional groups to maximize learning, encourage student participation, support student needs and build on students’ strengths.</p>	<p><b>Designing and Implementing Instruction</b>            TPE 4.3 - Candidate’s lesson plans and lesson implementation demonstrate that, with substantial independence the candidate uses specific content knowledge, pedagogical knowledge and knowledge of individual students to develop appropriate and successful short-term and long-term instructional plans. Candidate’s lesson plan is well-structured and all components are fully aligned with instructional outcomes: objectives, instructional strategies, learning activities, assessment criteria. All learning activities have appropriate and reasonable time allocations and follow a coherent sequence suitable to individual students, groups and the whole class. Candidate thoughtfully and intentionally organizes flexible instructional groups to maximize learning, encourage student participation, support student needs and build on students’ strengths</p>



<p>TPE 4.6 – Candidate does not engage community or school colleagues in order to access resources for planning and instructions.</p> <p><b>Delivering Instruction</b> TPE 4.7 - Candidate’s lesson plans and lesson delivery demonstrate that the candidate provides limited explanation to students about what they will be learning and only some portions of the explanation of the content are clear. Candidate’s explanation of the content consists of a monologue, with minimal student participation or is purely procedural. Candidate’s explanation of learning tasks is insufficient or incomplete, so candidate must clarify directions and procedures for learning tasks after initial student confusion. Candidate does not consistently focus, as appropriate, on strategies students can use when working independently.</p> <p><b>Differentiating Instruction</b> TPE 4.4 - With substantial scaffolding from mentors, candidate applies a limited repertoire of instructional strategies for differentiation that support access to the curriculum for a full range of students, including a limited understanding of the principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS). Candidate demonstrates emerging competence with designing limited or incomplete</p>	<p>TPE 4.6 – Candidate begins to engage community or school colleagues in order to access resources for planning and instructions.</p> <p><b>Delivering Instruction</b> TPE 4.7 - Candidate’s lesson plans and lesson delivery show candidate’s beginning skillfulness with explaining the content. Candidate’s explanation of content, directions and procedures is mostly clear, somewhat scaffolded, and invites some student participation and thinking. Candidate communicates to students with some success the instructional purpose of the lesson, stating at some point during the lesson, what they will be learning. Students engage with the learning task indicated that they somewhat or mostly understand what they are to do. Candidate usually focuses, as appropriate, on strategies students can use when working independently, describing specific strategies students might use.</p> <p><b>Differentiating Instruction</b> TPE 4.4 - With some or little scaffolding from mentors, the candidate applies a growing repertoire of instructional strategies for differentiation that support access to the curriculum for a full range of students, including a developing understanding of the principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS). Candidate demonstrates beginning skillfulness with designing</p>	<p>TPE 4.6 – Candidate regularly engages community or school colleagues in order to access resources for planning and instructions.</p> <p><b>Delivering Instruction</b> TPE 4.7 - Candidate’s lesson plans and lesson delivery show candidate’s maturing skillfulness with explaining the content with appropriate elaboration. Candidate clearly explains content, directions and procedures consistently, scaffolding, modeling, connecting with students’ knowledge and experience and inviting students’ active participation. Candidate clearly communicates to students the instructional purpose of the lesson, stating what they will be learning and connecting learning experiences to that purpose throughout the lesson. Students engage with the learning task, indicating that they understand what they are to do. Candidate intentionally focuses on strategies students can use when working independently, describing specific strategies students might use in the context of what they are learning.</p> <p><b>Differentiating Instruction</b> TPE 4.4 - With little or no scaffolding from mentors, the candidate applies a robust repertoire of instructional strategies for differentiation that support access to the curriculum for a full range of students, including an appropriate understanding of the principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS). Candidate demonstrates maturing skillfulness with intentionally</p>	<p>TPE 4.6 – Candidate actively seeks out community or school colleagues in order to access resources for planning and instructions, and for collaboration and networking purposes.</p> <p><b>Delivering Instruction</b> TPE 4.7 - Candidate’s lesson plans and lesson delivery show that candidate refines skillfulness with explaining the content with appropriate elaboration. Candidate clearly explains content, directions and procedures, effectively scaffolding, modeling, connecting with students’ knowledge/experience, anticipating/addressing misunderstandings, and inviting active student participation. Candidate clearly communicates the instructional purpose of the lesson to students by telling students at the beginning of the lesson what they will be learning and connecting learning experiences to that purpose regularly throughout the lesson. Students understand what they are to do. Candidate intentionally focuses on strategies students can use when working independently, describing specific strategies students might use in the context of what they are learning.</p> <p><b>Differentiating Instruction</b> TPE 4.4 - With substantial independence, the candidate applies a robust repertoire of instructional strategies for differentiation that support access to the curriculum for a full range of students, including an appropriate, individualized understanding of the principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS). Candidate refines skillfulness</p>
---	---	--	---

<p>accommodations, adaptations, and multiple means for the class as a whole to access content and to demonstrate their knowledge. Candidate’s lesson plans and lesson implementation demonstrate that candidate generally designs learning activities and materials for the whole class that provide little or insufficient differentiation and adaptation necessary to meet specific student needs.</p> <p>TPE 4.1 - Candidate does not regularly consider available information about students (academic needs, assessment data, language proficiency status, cultural background, etc.) when planning instruction.</p> <p>TPE 4.2 – Candidate does not use knowledge of the range and characteristics of typical and atypical child development to inform instructional planning.</p> <p>TPE 4.5 – Candidate does not regularly engage students in advocating for strategies that meet their individual learning needs (e.g., IEP, IFSP, ITP, and 504 plans).</p> <p><b>Integrating Technology</b> TPE 4.8 - Candidate applies little or insufficient use of digital tools and learning technologies to enhance students’ understanding and engage them in learning.</p>	<p>accommodations, adaptations, and multiple means for groups of students with similar needs to access content and to demonstrate their knowledge. Candidate’s lesson plans and lesson implementation usually demonstrate that candidate designs somewhat appropriately challenging learning activities and materials that provide some differentiation and adaptation necessary to meet the needs of different groups of students and the whole class.</p> <p>TPE 4.1 - Candidate begins to consider available information about students (academic needs, assessment data, language proficiency status, cultural background, etc.) when planning instruction.</p> <p>TPE 4.2 – Candidate begins to use knowledge of the range and characteristics of typical and atypical child development to inform instructional planning.</p> <p>TPE 4.5 – Candidate begins to engage students in advocating for strategies that meet their individual learning needs (e.g., IEP, IFSP, ITP, and 504 plans).</p> <p><b>Integrating Technology</b> TPE 4.8 - Candidate usually applies use of digital tools and learning technologies somewhat specifically to enhance student understanding, engage student groups and the whole class in learning and meet their general or somewhat specific learning needs.</p>	<p>designing specific accommodations, adaptations, and multiple means for individuals and groups of students with similar needs to access content and to demonstrate their knowledge. Candidate’s lesson plans and lesson implementation demonstrate that candidate designs a variety of appropriately challenging learning activities and materials that are differentiated and adapted as necessary to meet the needs of individuals, groups and the whole class.</p> <p>TPE 4.1 - Candidate considers available information about students (academic needs, assessment data, language proficiency status, cultural background, etc.) when planning instruction.</p> <p>TPE 4.2 – Candidate uses knowledge of the range and characteristics of typical and atypical child development to inform instructional planning.</p> <p>TPE 4.5 – Candidate regularly engages students in advocating for strategies that meet their individual learning needs (e.g., IEP, IFSP, ITP, and 504 plans).</p> <p><b>Integrating Technology</b> TPE 4.8 - Candidate intentionally provides use of digital tools and learning technologies specifically to enhance student understanding, engage individuals, groups and the whole class in learning, and to assist individual students with specific learning needs.</p>	<p>with intentionally designing specific accommodations, adaptations, and multiple means for individuals and groups of students with similar needs to access content and to demonstrate their knowledge. Candidate’s lesson plans and lesson implementation demonstrate that candidate designs a variety of appropriately challenging learning activities and materials that are differentiated for individual student needs and permit student choice and that meet the needs of full range of learners.</p> <p>TPE 4.1 - Candidate actively considers information about students (academic needs, assessment data, language proficiency status, cultural background, etc.) and uses the information to plan appropriately differentiated instruction.</p> <p>TPE 4.2 – Candidate uses knowledge of the range and characteristics of typical and atypical child development to inform instructional planning and to properly differentiate instruction.</p> <p>TPE 4.5 – Candidate actively engages students in advocating for strategies that meet their individual learning needs (e.g., IEP, IFSP, ITP, and 504 plans).</p> <p><b>Integrating Technology</b> TPE 4.8 - Candidate intentionally provides use of digital tools and learning technologies specifically to enhance student understanding, engage individuals, groups and the whole class in learning, and to assist individual students with specific learning needs.</p>
---	--	---	---

**RUBRIC for TPE 5: Assessing student learning**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Candidate demonstrates emerging competence with application of general knowledge about assessing student learning and with making appropriate accommodations and/or modifications of assessment.	Candidate demonstrates beginning skillfulness with somewhat specific, appropriate application of assessing student learning and with making appropriate accommodations and/or modifications of assessment.	Candidate demonstrates maturing skillfulness with specific, appropriate application of assessing student learning with making appropriate accommodations and/or modifications of assessment.	Candidate demonstrates refined skillfulness with specific, appropriately individualized application of assessing student learning and with making appropriate accommodations and/or modifications of assessment.
<p><b>TPE 5 Elements</b> Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p><b>Designing Assessments</b> TPE 5.1 - With substantial scaffolding from mentors, candidate designs assessments that are partially aligned with instructional outcomes or address only some of the instructional outcomes and provide partial evidence insufficient to monitor student performance of learning objectives. When designing assessment, candidate pays little or partial attention to the assessment-related requirements of IEPs and 504 plans. Candidate tends to monitor student learning of the class as a whole. Candidate's lesson plans refer to formative assessments but they are not fully developed and do not monitor student understanding and progress at various points across the lesson. Candidate's approach to using formative assessment is rudimentary and candidate only sometimes uses questions to seek evidence of student learning or may use only a single method to monitor. Candidate tends to monitor student learning of the class as a whole.</p>	<p><b>Designing Assessments</b> TPE 5.1 - With some or little scaffolding from mentors, candidate designs assessments that are mostly aligned with instructional outcomes, addressing most or all learning objectives and providing some evidence that candidate can use to monitor student performance of learning objectives. Candidate includes variation for student needs, adapting assessment for groups with specific needs, providing the means to demonstrate their learning and meeting the assessment-related requirements of IEPs and 504 plans. Candidate develops somewhat effective formative assessments to use during instruction to monitor at various points across the lesson. Candidate demonstrates beginning skillfulness with using formative assessment, regularly using questions and some methods of formative assessments to gather evidence of student understanding and learning. Candidate monitors student learning of groups of students and the whole class.</p>	<p><b>Designing Assessments</b> TPE 5.1 - With little or no scaffolding from mentors and with growing independence, candidate designs assessments that are well-aligned with instructional outcomes, addressing most or all learning objectives and providing a variety of evidence that candidate can use to monitor student performance of learning objectives. Candidate includes variation for student needs, adapting assessment for individuals and groups with specific needs, providing multiple means to demonstrate their learning and meeting the assessment-related requirements of IEPs and 504 plans. Candidate develops a variety of effective formative assessments to use during instruction to monitor at various points across the lesson. Candidate demonstrates maturing skillfulness with using formative assessment, regularly using effective questioning and multiple methods of gathering evidence of student understanding and learning of individuals, groups of students and the whole class.</p>	<p><b>Designing Assessments</b> TPE 5.1 - With substantial independence, candidate designs effective, authentic assessments that are fully aligned with all instructional outcomes, addressing each learning objective and providing a variety of evidence that candidate and students can use to monitor student performance of learning objectives. Candidate includes variation for student needs, adapting and individualizing assessment for individuals and groups with specific needs, providing multiple means to demonstrate their learning and meeting the assessment-related requirements of IEPs and 504 plans. Candidate fully integrates assessment into instruction, through extensive use of well-designed formative assessment, including enabling students to monitor their own learning. Candidate refines skillfulness with using continuously seamlessly gathering evidence of student understanding and learning during the lesson of individuals, groups of students and whole class.</p>

<p>TPE 5.3 - Candidate develops vague or incongruent assessment criteria. Students appear to be only partially aware of the assessment criteria or are only partially familiar with how candidate will evaluate their work.</p> <p>TPE 5.4 – Candidate does not incorporate appropriate technologies to support assessment administration.</p> <p><b>Analyzing Assessment Data</b> TPE 5.2 - With substantial scaffolding from mentors, candidate demonstrates emerging competence with analysis of assessment data. Analysis is superficial and provides general, rather than specific, information about student strengths and needs, showing a partial picture of the performance of the whole class and groups of students.</p> <p>TPE 5.6 - When analyzing assessment results, candidate pays little or partial attention to distinguishing results between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</p> <p><b>Using Assessment Results</b> TPE 5.8 - With substantial scaffolding from mentors, candidate uses assessment results to inform the design of lesson</p>	<p>TPE 5.3 - Candidate develops mostly clear assessment criteria. Candidate makes clear the standards of high-quality work. Students appear to be aware of the assessment criteria.</p> <p>TPE 5.4 – Candidate begins to incorporate some technologies to support assessment administration, to conduct data analysis, and/or to communicate learning outcomes to families.</p> <p><b>Analyzing Assessment Data</b> TPE 5.2 - With some or little scaffolding from mentors, candidate demonstrates beginning skillfulness with analysis of assessment data. Candidate conducts an accurate analysis. Candidate’s analysis uses evidence from student work and performance to provide information about student learning, strengths and needs, showing a somewhat detailed picture of what groups of students and the whole class have learned and where they need to improve.</p> <p>TPE 5.6 - When analyzing assessment results, candidate begins to distinguish results between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</p> <p><b>Using Assessment Results</b> TPE 5.8 - With some or little scaffolding from mentors, candidate uses assessment results to inform the design of lesson</p>	<p>TPE 5.3 - Candidate develops clear assessment criteria. Candidate makes clear the standards of high-quality work. Students are aware of the assessment criteria and are provided opportunities to use the criteria to assess their own work.</p> <p>TPE 5.4 – Candidate incorporates appropriate technologies to support assessment administration, to conduct data analysis, and/or to communicate learning outcomes to families.</p> <p><b>Analyzing Assessment Data</b> TPE 5.2 - With little or no scaffolding from mentors, candidate demonstrates maturing skillfulness with analysis of assessment data. Candidate conducts an accurate analysis. Candidate’s analysis uses evidence from student work and performance to provide information about student learning, strengths and needs, showing a detailed picture of what individuals, groups of students and the whole class have learned and where they need to improve.</p> <p>TPE 5.6 - When analyzing assessment results, candidate often distinguishes results between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. Candidate seeks support from specialists to interpret results when possible.</p> <p><b>Using Assessment Results</b> TPE 5.8 - With little or no scaffolding from mentors, candidate uses assessment results to inform the design of</p>	<p>TPE 5.3 - Candidate develops clear assessment criteria. Candidate makes clear the standards of high-quality work. Students are aware of the assessment criteria and are provided opportunities to develop rubrics according to teacher-specified learning objectives.</p> <p>TPE 5.4 – Candidate uses appropriate technologies effectively and efficiently to support assessment administration, to conduct data analysis, and/or to communicate learning outcomes to families.</p> <p><b>Analyzing Assessment Data</b> TPE 5.2 - With substantial independence, candidate refines skillfulness with analysis of assessment data. Candidate conducts an accurate analysis. Candidate’s analysis uses evidence from student work and performance to provide information about student learning, strengths and needs, showing a detailed picture of what individuals, groups of students and the whole class have learned and where they need to improve.</p> <p>TPE 5.6 - When analyzing assessment results, candidate intentionally and regularly distinguishes results between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. Candidate regularly collaborates with specialists to interpret results when possible.</p> <p><b>Using Assessment Results</b> TPE 5.8 - With substantial independence, candidate uses assessment results to inform the design of differentiated lesson</p>
--	--	---	---

<p>plans predominantly for the whole class, rather than groups or individual students</p> <p>TPE 5.3, 5.5 – Candidate’s feedback to students is general or vague. The feedback provides limited information about errors, how to correct them, and what to do to improve. Candidate does not use assessment results to assist families in understanding student progress in meeting learning goals. Candidate makes only minor attempts to engage students in self- or peer assessment.</p> <p>TPE 5.7 – Candidate does not use assessment data to identify student’s levels of academic proficiency in English or their primary language.</p>	<p>plans for instructional groups and the whole class.</p> <p>TPE 5.3, 5.5 - Candidate’s feedback to students is accurate, specific and timely. Candidate’s feedback provides specific information about strengths, errors, how to correct errors and what to do to continue improving. Candidate begins to use assessment results to assist families in understanding student progress in meeting learning goals. Candidate sometimes invites students to assess their own work and engage in self- or peer assessment.</p> <p>TPE 5.7 – Candidate begins to use assessment data to identify student’s levels of academic proficiency in English or their primary language.</p>	<p>differentiated lesson plans for individuals, instructional groups and the whole class.</p> <p>TPE 5.3, 5.5 - Candidate’s feedback to students is accurate, specific and timely. The feedback provides specific and detailed information about strengths, errors, how to correct errors and what to do to continue improving. Candidate regularly uses assessment results to assist families in understanding student progress in meeting learning goals. Candidate regularly invites students to assess their own work and engage in self- or peer assessment.</p> <p>TPE 5.7 – Candidate uses assessment data to identify student’s levels of academic proficiency in English or their primary language. Candidate begins to use this information for planning purposes.</p>	<p>plans for individuals, instructional groups and the whole class.</p> <p>TPE 5.3, 5.5 - Candidate provides students a variety of forms of feedback, from both teacher and peers. Candidate’s feedback to students is accurate, individualized and timely and provides information focused on improvement that addresses individual student’s specific performance needs and strengths. Candidate use assessment results to assist families in understanding student progress in meeting learning goals, including specific areas of strength and areas of opportunity for improvement. Candidate regularly integrates into lessons self- and peer assessment to support students in monitoring their own understanding and progress.</p> <p>TPE 5.7 – Candidate effectively uses assessment data to identify student’s levels of academic proficiency in English or their primary language. Candidate actively uses this information to plan appropriately differentiated instruction.</p>
--	--	--	--

### RUBRIC for TPE 6: Developing as a professional educator

Level 1	Level 2	Level 3	Level 4
Candidate demonstrates emerging competence using general knowledge of the CSUSM SOE Professional Dispositions (PD) and is at the first level of the PD rubric for 1 or more of the 6 dispositions.	Candidate demonstrates beginning skillfulness using somewhat specific knowledge of the CSUSM SOE Professional Dispositions (PD) and is at the second level of the PD rubric for all of the 6 dispositions.	Candidate demonstrates maturing skillfulness using specific knowledge of the CSUSM SOE Professional Dispositions is at the second level or above of the PD rubric for all of the 6 dispositions.	Candidate demonstrates refined skillfulness using specific, detailed knowledge of the CSUSM SOE Professional Dispositions is at the third level of the dispositions rubric for all of the 6 dispositions.
<p><b>TPE 6 Elements</b> Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p><b>Reflective Practice</b> TPE 6.1 - Candidate demonstrates emerging competence reflecting on and improving practice. Candidate has a generally accurate impression of a lesson's effectiveness, whether or not instructional practices were effective, and the extent to which instructional outcomes were met and makes general or partial suggestions about how to improve some aspect of the lesson. Candidate indicates the desire to reach all students but does not suggest strategies for doing so.</p> <p>TPE 6.2 – Candidate tends not to consider their own values and biases in terms of the impact on teaching and learning. They inconsistently exhibit positive dispositions of caring, support, acceptance, and fairness towards students, families, and colleagues.</p> <p>TPE 6.3 - Candidate engages in a limited way with mentors in professional conversation about PDs and instructional practice, seeking guidance and feedback on teaching performance and establishing professional learning goals.</p>	<p><b>Reflective Practice</b> TPE 6.1 - Candidate demonstrates beginning skillfulness reflecting on and improving practice. Reflecting on practice, candidate makes a somewhat specific, accurate assessment of a lesson's effectiveness, the effectiveness of instructional activities used, and the extent to which it achieved its instructional outcomes and can cite some general examples to support the judgment. Candidate makes some general suggestions of how to improve the lesson and how to help students having difficulty.</p> <p>TPE 6.2 - Candidate begins to consider their own values and biases in terms of the impact on teaching and learning. They generally exhibit positive dispositions of caring, support, acceptance, and fairness towards students, families, and colleagues.</p> <p>TPE 6.3 - Candidate engages somewhat actively with mentors in professional conversation about PDs and instructional practice and seeks feedback on teaching performance to guide reflection and to establish professional learning goals.</p>	<p><b>Reflective Practice</b> TPE 6.1 - Candidate demonstrates maturing skillfulness reflecting on and improving practice. Reflecting on practice, candidate makes a specific and accurate assessment of a lesson's effectiveness, the effectiveness of instructional activities used, and the extent to which it achieved its instructional outcomes and can cite some specific examples from the lesson to support the judgment. Candidate makes multiple, appropriate suggestions for how to improve the lesson and help students having difficulty.</p> <p>TPE 6.2 - Candidate regularly considers their own values and biases in terms of the impact on teaching and learning and begins to mitigate any negative impact they may have. They consistently exhibit positive dispositions of caring, support, acceptance, and fairness towards students, families, and colleagues.</p> <p>TPE 6.3 - Candidate actively engages with mentors in professional conversation about PDs and instructional practice, soliciting feedback on teaching performance to support reflection and to establish professional learning goals.</p>	<p><b>Reflective Practice</b> TPE 6.1 - Candidate refines skillfulness reflecting on and improving practice. Candidate makes thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson as well as specific indicators of effectiveness. Candidate makes multiple, appropriate and specific suggestions for how to improve the lesson as well as meaningful approaches for how to help students having difficulty.</p> <p>TPE 6.2 - Candidate thoroughly considers their own values and biases in terms of the impact on teaching and learning and works actively to mitigate any negative impact they may have. They consistently exhibit positive dispositions of caring, support, acceptance, and fairness towards students, families, and colleagues.</p> <p>TPE 6.3 - Candidate actively engages with mentors in professional conversation about PDs and instructional practice, soliciting specific feedback on teaching performance as an essential aspect of</p>

<p><b>Responsible and Ethical Practice</b> TPE 6.4 - Candidate demonstrates emerging competence for understanding and enacting professional roles and responsibilities to students, families, colleagues, and employers. Candidate makes decisions professionally but on a limited basis and notices the needs of students but is inconsistent in addressing them.</p> <p>TPE 6.5 - Candidate notices the needs of some students and actively works to provide opportunities for student success. Candidate conveys to students a level of responsibility for their learning but may be uncertain about how to assist them. Candidate has a rudimentary, inefficient or cumbersome system for maintaining information on student completion of assignments, student progress in learning and non-instructional records.</p> <p>TPE 6.6 – Candidate has an emerging understanding of applicable laws and responsibilities as a professional and as a mandated reporter and acts accordingly.</p>	<p><b>Responsible and Ethical Practice</b> TPE 6.4 - Candidate demonstrates beginning skillfulness with understanding and enacting professional roles and responsibilities to students, families, colleagues, and employers. Candidate’s decision-making is based mostly on some professional knowledge.</p> <p>TPE 6.5 - Candidate notices the needs of most students and actively works to provide opportunities for student success. Candidate conveys to students responsibility for their learning and persists in seeking some approaches for students who have difficulty learning. Candidate has a mostly efficient and user-friendly system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records. Candidate provides students access to information about completed and/or missing assignments and about how they are progressing.</p> <p>TPE 6.6 – Candidate has a general understanding of applicable laws and responsibilities as a professional and as a mandated reporter and acts accordingly.</p>	<p><b>Responsible and Ethical Practice</b> TPE 6.4 - Candidate demonstrates maturing skillfulness with understanding and enacting professional roles and responsibilities to students, families, colleagues, and employers. Candidate consistently makes decisions based on deepening professional knowledge and in collaboration with professional teams.</p> <p>TPE 6.5 - Candidate notices the needs of a full range of students and actively works to provide individualized opportunities for student success. Candidate conveys to students responsibility for their learning and persists in seeking a variety of specific approaches for students who have difficulty learning. Candidate has an efficient and user-friendly system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records. Candidate provides students access to information about completed and/or missing assignments and about how they are progressing.</p> <p>TPE 6.6 – Candidate has a thorough understanding of applicable laws and responsibilities as a professional and as a mandated reporter and acts accordingly.</p>	<p>reflection and to establish professional learning goals.</p> <p><b>Responsible and Ethical Practice</b> TPE 6.4 - Candidate refines skillfulness with understanding and enacting professional roles and responsibilities to students, families, colleagues, and employers. Candidate makes decisions based on in-depth professional knowledge and in collaboration with professional teams.</p> <p>TPE 6.5 - Candidate notices the needs of a full range of students and actively works to provide individualized opportunities for student success. Candidate conveys to students responsibility for their learning and persists in seeking a broad range of effective approaches for students having difficulty learning, drawing on additional resources of the school or community. Candidate has a fully efficient, effective system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records. Candidate provides students access to records of information about completed and/or missing assignments and about how they are progressing and supports students own record-keeping and goal-setting.</p> <p>TPE 6.6 – Candidate has a thorough understanding of applicable laws and responsibilities as a professional and as a mandated reporter and acts accordingly, demonstrating consistently excellent judgment.</p>
---	--	--	---

<p>TPE 6.7 – Candidate has an emerging understanding of the context, structure, and history of public education in California and how it affects and influences state, district, and school governance.</p>	<p>TPE 6.7 – Candidate has a general understanding of the context, structure, and history of public education in California and how it affects and influences state, district, and school governance.</p>	<p>TPE 6.7 – Candidate has a thorough understanding of the context, structure and history of public education in California and how it affects and influences state, district, and school governance.</p>	<p>TPE 6.7 – Candidate has a comprehensive understanding of the context, structure, and history of public education in California and how it affects and influences state, district, and school governance.</p>
---	---	---	---